

# Spangles

Inspection report for early years provision

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**Unique reference number** EY304267  
**Inspection date** 28/03/2011  
**Inspector** Fiona Robinson

**Setting address** Whitchurch C of E Junior School, Salisbury Road,  
Whitchurch, Shropshire, SY13 1RX

**Telephone number** 01948 667 648

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Spangles was registered in 2005. It operates from a demountable building in the school grounds of Whitchurch C of E Junior School in Shropshire. The club has the use of a secure, enclosed playground and the playing field of the host school. It serves the infant and junior schools, and the surrounding area. The club provides care before and after school and also during the school holidays.

The club is open each weekday from 7.30am to 8.40am and 3pm to 6pm, during the school term. During school holidays, it is open Monday to Friday from 7.30am to 6pm. Children attend for a variety of the sessions on offer. A maximum of 24 children aged between three years to under eight years may attend at any one time. Currently there are 23 children on roll, of whom three are in the early years age range. The club is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are four members of staff who work with the children, all of whom hold appropriate childcare qualifications. The club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are keen to participate in a wide range of indoor and outdoor activities. They respond warmly to the care and support they are given and achieve well. There are good partnerships with parents and carers and the host school, and information is shared effectively. The manager and staff have a clear knowledge of the club's strengths and areas for improvement, such as developing the range of information and communication resources. They are enthusiastic and demonstrate a good commitment to continued improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the use of information and communication resources and programmable toys in children's play to extend their learning.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is promoted well because staff have a good understanding of their responsibility to protect them. Comprehensive policies and procedures are fully implemented. Risk assessments are conducted regularly to keep children safe

in the indoor and outdoor environments. Staff are vigilant in supervising children, and regular fire drills are practised to ensure children are familiar with the procedure. Security is given high priority, and collection procedures are rigorous and followed carefully by staff and parents. Robust recruitment and vetting procedures ensure that adults working with or having contact with the children are suitable. Children play with a wide range of equipment that is safe and suitable for their age and regularly checked.

The club is well led and managed. The manager and staff meet regularly to discuss activities, assessment and areas for improvement. Good progress has been made since the previous inspection. In particular, all policies and procedures are regularly reviewed and updated. Teamwork is strong, and staff meet regularly to discuss and evaluate the provision. The views of parents and carers, as well as those of children, are sought and valued during the self-evaluation process. Staff clearly identify what works well and outline areas for improvement, such as improving technology resources to extend children's learning in this area. Opportunities to use the television and games console are welcomed. However, there are too few opportunities for children to use resources such as the computer and digital camera in their play. Staff are beginning to develop systems to record the achievement and progress of the youngest children. There is excellent involvement of children in indoor and outdoor play. Staff work hard to ensure children are fully integrated into activities, such as listening to talks about Diwali, Eid and Indian cultures and customs. Activities are regularly monitored, and staff make effective use of a good range of resources to meet the needs of the children.

Partnerships with parents and carers are good. They say that their children enjoy attending the club because staff are friendly, caring and approachable and provide a good range of fun activities. Staff share information effectively through comprehensive newsletters, informal discussions and the parents' notice board. Key staff share information concerning the children's achievement and progress and keep parents well informed of outings to the library, park and local heritage centre. Parents' views are listened to and acted on, and they are supportive of fundraising activities, such as the summer fete. Partnerships with the host school are good, and the club benefits from the use of the playground and outdoor environment. Staff work hard to ensure that children experience a smooth transition to and from the club. Staff are experienced in caring for children with special educational needs and/or disabilities and ensure that they are included in all the club has to offer. There are good links with outside agencies and information is shared effectively with parents and staff.

## **The quality and standards of the early years provision and outcomes for children**

Children's indoor and outdoor play is well organised, safe and purposeful. Activities are stimulating, and children have fun in a bright, challenging environment. Staff have a clear understanding of the children's interests and build them into the activities. Themes, such as Space, Spring and Countries Around the World, enrich their experiences. Children achieve well, and those with special educational needs and/or disabilities are supported well in their learning. Children's behaviour is

exemplary, and they have formed excellent relationships with one another. They are very keen to involve their peers in games and activities and recognise that their experiences are more fun when they involve others. Their artwork is highly valued and displayed around the room for parents and children to enjoy. Children carefully follow the club's rules, which they helped to compile. They show great respect to staff and one another and are fully aware of the importance of saying please and thank you. Through topic work, they learn about important issues, such as recycling. They take turns in popular games, such as pool, and share play resources sensibly as they create models and make independent choices. Staff are excellent role models with very high expectations. Children are very polite and friendly and respectful of their boundaries. Festivals, such as Diwali, the Chinese New Year and Easter, give the children an outstanding appreciation of different cultures, lifestyles, customs, dress and food. Children with special educational needs and/or disabilities are fully included in activities and achieve well in relation to their starting points.

Children develop a good understanding of keeping themselves healthy and safe. Their health is promoted well through healthy foods, topic work and physical exercise. They have many opportunities to access the outdoor play areas where they can run around and play football, cricket and other ball games. They develop good coordination skills as they balance on climbing equipment and walk along balance trails. Children independently make healthy choices at snack time and eat a good range of fruit and vegetables, such as bananas, pears, apples and carrot sticks. They learn to use equipment safely as they make fruit salads and fruit kebabs under supervision from staff. After activities, children tidy their equipment away safely and recognise that it is important to maintain a clutter-free environment. They also benefit from talks on fire and road safety from community officers.

Children enjoy coming to the club and achieve well in their activities. Their creative skills are developed well as they make robots and aliens for their display on space. They enjoy using leaves to print colourful patterns and mixing colours to paint pictures of spring. They are keen to build dens and enjoy going on bug hunts in the outdoor area. Children have many opportunities to learn about life in other countries, such as China, Russia and America, and enjoy food-tasting experiences, storytelling and artwork associated with them. Their communication, language and literacy skills are developed well through reading books in the library area and role play in their café. They enjoy dancing and performing for one another and discussing how to be fair to others by treating people with respect. They develop their independence well. However, they lack sufficient opportunities to use technology, such as the digital camera, to record their experiences. Overall, they are prepared well for life outside school and for future learning experiences.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met